Arizona State Board of Education
Information Packet
Arizona LEARNS 2003
May 19, 2003

On May 19, 2003, the Arizona State Board of Education (Board) must adopt modifications made to the Achievement Profile methodology. This methodology will be applied to Arizona public schools, including charter schools, in order to determine school classifications by October 15, 2003 as required in A.R.S. §15-241 (Arizona LEARNS).

The purpose of this document is to inform the Board of all necessary decisions required to adopt the modifications made to the Achievement Profile. This document includes a summary of the discussion items before the Board necessary to implement the Achievement Profiles.

As mandated by A.R.S. §15-241, the Achievement Profile was developed according to a research-based methodology by the Arizona Department of Education (ADE) and members of the education community. All modifications to the Achievement Profile follow this principle. Upon adoption by the Board, the ADE will produce a technical report detailing the Achievement Profile methodology, including specific formulas and supporting documentation.

I.   Calculation of High School Mathematics Baseline

The State Board of Education approved the use of a two (2) year average to calculate the AZ LEARNS Achievement Profile baseline groups. The Board was not presented options at that time to address the baseline calculation for high school mathematics, which presents a unique circumstance.

      a. The Arizona Department of Education will present to the Board a recommendation that the baseline for high school mathematics remain a single year (2000-2001) rather than move to a two (2) year average

II.   Calculation of Growth Point Groupings for High School Mathematics

The Arizona Department of Education will recommend to the State Board of Education that based on their determination for the high school mathematics baseline that the department will utilize the appropriate methodology for calculating the Growth Point Groupings for high school mathematics.

III.   Baseline Grouping Cut point (6-1) Methodology

The Arizona Department of Education will present to the State Board of Education the methodology setting new cut points for the Baseline Groupings which were established by the Board. The Arizona Department of Education after consultation with the Accountability Workgroup has determined an appropriate methodology to determine the necessary 6-1 cut point values. The Arizona Department of Education will recommend that the State Board of Education adopt the use of similar methodology that is employed to calculate the cut points for the Growth Point Groupings.

a. The Arizona Department of Education will calculate the Baseline value for each school (traditional and charter) by subject and grade.
b. The state average and standard deviation will be determined based on the Baseline values.
c. The cut points for each subject/grade will be set using the ½ and 1 standard deviation as benchmarks.
d. These cut points and subsequent values will be presented to the State Board during the June 2003 meeting.

IV. <u>Adequate Yearly Progress Additional Indicators</u>

The Arizona Department of Education will recommend to the State Board of Education that the threshold and gain expectations required by the No Child Left Behind Act (NCLB) should be consistent with existing expectations.

a. The threshold for the elementary indicator, attendance, should be consistent with School Finance expectations for attendance rate. The threshold for the high school indicator, graduation rate, should also be consistent with the expectation articulated in Arizona's Consolidated Application for the calculation of a graduate. The Arizona Department of Education will utilize the state average graduation rate to set the threshold, based on the definition of a graduate approved by the U.S. Department of Education.
b. The Arizona Department of Education will recommend that the expected rate of gain for both the elementary and secondary Adequate Yearly Progress indicators be set at 1% increase annually.